Guardians of the Environment

Workshop Planning Notes

Bratislava, Slovakia
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Notes to Trainer. Three options for overall design:

0eople from different communities come together to work through the exercises.

1.   People from the same community come together and use the process to work through environmental problems common to their community. May want to together a complete environmental program that might consists of multiple problems—encourage a more proactive role in how they manage the environment. May want to encourage participants to work on a specific environmental problem and come up with strategy for getting to the bottom of it.

1.   Two different designs, the 2nd maybe handled through boxes that augment in each
exercise in the conventional design.

4. Also mention that participants at conventional program might convene workshops on
   the training design in which they participated when they get home by inviting
   stakeholders to participate.

Exercise Components

A.   Awareness/Vision

1. Participants assigned to teams and asked to look for examples of environmental risks in four different sections of the community where the workshop is being held: residential, commercial, industrial, and open space.

1.   Participants return and share their findings. These are printed on cards which are sorted into environmental risk categories. Examples of a matrix might be:

Human Health Risk/Ecological Risk

Short Terms Consequences/Long Term Consequences

1.   Following the awareness exercise, ask participants to consider two possible futures relative to environmental risks for their respective sectors.

Two visions:

·   Cruise Control: This is what it will look like if the same degree of effort is made to manage risk
x
·   Hard Work, A Little Luck No Miracles: This is what it will look like under these conditions.

<u>Note</u>: Need to develop an optional one day scenario exercise like the one suggested to IETC in the outline. They will be expecting something like it.

A.   <u>Partners/Coalition</u>

1. Participants are clustered into groups based on ideas that emerged from the awareness exercise and are asked these questions:

·   Who are the stakeholders?
·   What is their interest in working on the problem?
·   What do we want from them?
·   What are we willing to give in return?

2. For examples of types of stakeholders, see p. 8, ERA for Sustainable Cities draft

A.   Risk Assessment

1.   Use Coates' list of environmental risks, but modify it to include statements of risk that have technology implications and are likely to be found at the community level; risks that the community has the power to do something about (e.g, pollutants in the river).
a)
b)   *(For the second design, ask participants to conduct an assessment of environmental risks in their own communities in advance).*
c)
2.   Involve participants in a paired comparison exercise with risk statements from the instrument on cards and also large "zoomers" that are easy to read from a distance and can be mounted on the wall.
a)

b)
Work on
d)_____
e)
should be started
before work on
h)_____
i)
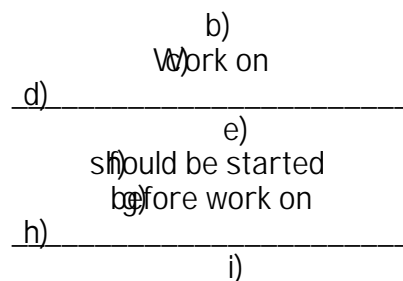
j)

A.   <u>Options and Consequences</u>

1.   Develop the Nakura flamingos situation as a case study.
a)
2.   Form three groups an exercise in choosing options (see pp. 84-87 of Managing Change). Develop a worksheet. Lask each team to come up with 2-3

options. Compare the results of each team. Discuss. Choose a best option or a combination of options.   Ask them:
a)
What would you do?
What are the consequences?

Participants asked to return to small teams based on common problems and go through the same process to reinforce learning.
a)
Use categories of technological responses to environmental problems (see Kuala

Avoidance
Monitoring and assessment
x

5Ask participants what else (other technology responses) officials could have used to deal with the Nakuru case?

A.   Resources

1.   Make a checklist out of the nine institutional obstacles that could prevent the implememntation of environentally sound technologies (see p. 19, Sustainable Cities Manual).

1.   Individuals complete the checklist: Obstacle? Yes. No. If yes, how serious is it as an obstacles to implementation of EST option on a scale of 1 - 5.

1.   Ask for a report and record results on master sheet.

1.   Ask participants to form problem solving clusters and have them agree on the most serious obstacles. Lask them to develop a way to overcome the obstacle and report on their ideas.

Note. We need another exercise that draws the community in as a resource for problem solving (see Fisher's comments on concept of primary environmental care, forthcoming).

A.   Results

1.   Do a case write up on Curitiba, Brazil (see Canadian case study). Use it an example of successful councillor action to achieve environmental improvement.

1.   Ask participants to work in teams to identify critical actions taken by the mayor in the case that made the difference. Report their conclusions.

1.   Do a case write up on Mexico City (In Defense of Livelihood, p. 127).

1.   Ask participants to work in teams to identify what could have been done to sustain the momentum that was lost. What we learn from Curituba that could have been used to good advantage in Mexico City? Ask for reports.

Another exercise? See Fred.